CAL STATE SAN MARCOS
COLLEGE OF EDUCATION

EDMX 511: Teaching and Learning
(3 credit units)
CSUSM Summer Session, 2009
June 15, 16, 17, 18, 19, 22, 23, 24, 25, & 26
8:15 – 11:45 AM and 12:45 – 3:30 PM (M, W) 12:45 – 3:45 PM (T, TH, F)

University Hall Room 373

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

This course provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; and the planning and delivery of meaningful lessons; utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. The course is built upon the principles of the Mission of the College of Education: diversity, educational equity, social justice, reflective teaching, and lifelong learning.

Course Prerequisites
Admission to the Concurrent Credential Program

Course Objectives

The participants will:

1. develop skills in employing task analysis and concept analysis to identify learning objectives.
2. demonstrate competency in writing objectives in cognitive, affective, and psychomotor domains.
3. develop skills in focusing the learner's attention on the objective, actively engaging learners, and having students summarize what they have learned.
4. develop skills in monitoring and adjusting instruction.
5. explore retention theory, reinforcement theory, motivation theories, and transfer theory.
6. employ a universal design approach to design two lesson plans that address individual learning needs of students with disabilities.
7. deliver and evaluate a direct instruction mini-lesson.
8. actively participate in a demonstration that summarizes major learnings related to effective instruction.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subject Concurrent Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Mastery of the course objectives assists candidates to demonstrate competence of the following Teacher Performance Expectation (TPE) competencies:

- TPE 6D: Special Education
- TPE 8:   Learning About Students
- TPE 9:   Instructional Planning
- TPE 10: Instructional Time

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website: http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

Required Texts & Custom Reader

Cummings, C., Nelson, C., & Shaw, D. (2002). *Teaching makes a difference*. Edmonds, WA: Teaching Inc. (CM)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.) Upper Saddle River, NJ: Merrill. (RO)

Villa, R. & Thousand, J. (2005) Creating an Inclusive School (2nd.ed.) Alexandria, VA: Association for Supervision and Curriculum Development. (VI)

Participants in EDMX 511 will be provided with a Custom Reader designed by the professor on the first day of class. The student will provide reimbursement for the cost of copying to the professor.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.

2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Autism" rather than "My Autistic student") must be used throughout all written and oral assignments and class discussions.

3. Word-process all written documents. Only turn in products that are representative of the best work that you can do. Keep a copy of all of your work. You will want these copies for your records and future use as potential professional portfolio entries.

4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know in advance. Any time that you have questions or concerns, please contact the instructor immediately.

5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and instructors.

6. Select a class "buddy" to ensure that you receive handouts and information if you miss all or part of a class.

    Buddy:_____   Telephone:_____
    E-mail:_____   Fax:_____
    Address:_____

A	(93-100 points)	A-	(91-92 points)
B+	(89-90 points)	B	(83-88 points)
B-	(81-82 points)	C+	(79-80 points)

A (Excellent):   Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good):   Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C+ (Satisfactory):   Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)

ACTIVITIES AND INSTRUCTIONAL METHODS FOR REALIZING OBJECTIVES:

class discussions	group work	lecture	readings in texts & literature
Web site access	study guides	quick writes	videos/DVDs
demonstrations	quizzes	written reflections	

EVALUATION OF ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS:

attendance	punctuality	active participation in class
quizzes	reflections	collaborative activities
class dynamics	group presentations	critique of lessons
lesson plan design	lesson presentation	creativity

Grading Standards

Participation
(2 points maximum/class X 16 classes = 32 points)

Regular, punctual attendance is required, as it is critical and expected in the teaching profession. Because this class is laboratory in nature, the experiences and discussions are difficult to recreate on your own. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. To reinforce our commitment to developing interpersonal skills, students can earn two points per class for arriving on time; returning from break on time; staying for all of the class; and fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon class norms. A class participant who arrives late, departs early, or engages in "non-collaborative" behavior will receive less than the maximum two points for that given class.

Design Two Direct Instruction Lessons
(2 @ 12 = 24 points maximum)

Each participant designs, with a team, two Direct Instruction lessons using the lesson plan format provided by the instructor(s).

Quizzes
(5 quizzes @ 2 points/quiz = 10 maximum points)

Participants complete 5 quizzes that check knowledge, comprehension, and application of the elements of effective instruction.

Reading Reflections
(6 written reflections = 22 maximum points)

Participants provide written responses to "prompt questions" regarding readings. Responses are written outside of class time and are due on the days indicated in the schedule in bold italics in the "Assignments Due Today" column of the course agenda. Reading reflection writing prompts are provided at the end of the syllabus. Each reflection is worth the number of maximum points indicated with the writing prompt at the end of the syllabus.

Teaching of the Direct Instruction Lesson Plan
(8 maximum points)
    As a team, participants develop and teach 20 minutes of a Direct Instruction (DI) lesson to classmates. A performance rubric will be provided and used by the professor, presenters, and class participants to evaluate the demonstration lesson.

Total Teaching Act Final Presentation
(4 maximum points)
    Teams will create and present a representation of their learnings about effective instruction – The Total Teaching Act (TTA). The presentation will be no more than 10 to 15 minutes in length and will incorporate several of the Multiple Intelligences.

Weightings of Assignments:	Maximum Points
Attendance & Participation	32
Design Two Lessons @ 12 pts. /lesson plan	24
Quizzes (5 quizzes @ 2 points/quiz)	10
Reading Reflections (6 @ 2 to 6 points each)	22
Teach a Lesson	8
Total Teaching Act Presentation	<u>4</u>
Total Maximum Points	**100**

READING REFLECTION PROMPTS AND POINTS

Reflection #1   (2 points)
Select one of the skills listed in Pause and Reflect 5.4 on page 136 of Chapter 5 of *Student Teacher to Master Teacher* (RO) and complete a task analysis in as much detail as possible. Be prepared to share it with classmates.

Reflection #2   (6 points)
Please carefully study Chapters 3 & 8 (251-263) of *Student Teacher to Master Teacher* (RO) prior to viewing the video(s). (***Note:*** Even though Chapter 3 refers to special education classrooms, the same principles apply to every classroom.) Please answer the following questions. <u>Be as thorough as you can in your answers</u>. Be prepared to share your findings with classmates and/or instructors during class.
1. With Chapter 3 of *Student Teacher to Master Teacher* in mind, what did you notice about the design of the physical classroom environment that supported (or did not support) student learning? What design alternatives would you suggest?
2. With Chapter 3 of *Student Teacher to Master Teacher* in mind, what did you see in terms of levels of instructional time that supported efficient use of time?
3. What transition cues (Chapter 3, Box 3.2) and strategies for increasing on-task behavior (Chapter 3, Box 3.4) did you see used?
4. With Chapters 3 and 8 in mind, what methods for developing, introducing, and maintaining classroom rules and procedures were used in the classroom?
5. With your observations and Chapter 8 in mind, please complete Pause and Reflect 8.2 on page 254 of *Student Teacher to Master Teacher*.
6. With your observations and Chapter 8 in mind, please complete, Pause and Reflect 8.3 on page 256 of *Student Teacher to Master Teacher*.

Reflection #3   (2 points)

Prior to viewing the video(s), please review pages 13-51 of the Cumming's, *Teaching Makes a Difference* text. Identify and state at least two objectives of the "lesson" or activity. Write the objectives as observable and measurable behavioral objectives that include the four essential features of quality behavioral objectives. Also, identify the level of complexity (i.e., Bloom's Taxonomy) of each objective.

Reflection #4   (3 points)
Objectives: Write three behavioral objectives (one each from the Cognitive, Affective, and Psychomotor domains) that would be appropriate to include in literacy or any other academic lesson.

Remember the essential features of a quality behavioral objective:
   1. Identifies the LEARNER(S)
   2. Identifies "observable" and "measurable" BEHAVIOR(S) you want the learner(s) to exhibit
   3. Identifies the GIVENS - conditions under which the behavior will occur
   4. Identifies the CRITERIA for successful performance

Reflection #5   (6 points)
Identify <u>6</u> concepts, understandings, or procedures regarding a) taxonomies, b) instructional objectives,
c) universal design, d) promising practices that foster inclusive education, and e) the seven instructional approaches (i.e., direct instruction, inquiry training, concept attainment, learning cycle, concept formation, unguided inquiry, cooperative learning) that have been clarified for you through classroom instruction and/or the assigned readings in the *Teaching Makes a Difference*, *Student Teacher to Master Teacher*, *Creating an Inclusive School* texts or the Custom Reader. For each identified concept, understanding or procedure, (1) describe your new understanding or clarification and (2) why the concept/understanding/procedure is important to effective instruction. When you identify the <u>6</u> concepts, understandings, or procedures, be sure to address each of the <u>five</u> areas identified above <u>(a-e)</u> in your written response.

Reflection #6   (3 points)
After reading Chapter 6 of *Student Teacher to Master Teacher* and Chapters 5 and 6 of *Creating an Inclusive School*, create a "Letterman's List of Top 10 Tips" for the effective delivery of instruction and establishment of democratic classrooms that identifies new or salient learnings from the chapters. For each tip, write a brief paragraph that describes the principle, concept, or practice and then in a second paragraph, explain its significance to you. Be sure to include learnings from each of the <u>three</u> chapters.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The all University writing requirement will be met through written reactions and reflections related to assigned readings and the development of two lesson plans.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Schedule/Course Outline
Summer 2009 EDMX 511 Class Schedule

CLASS	DATE	TOPICS	READINGS FOR	ASSIGNMENTS DUE
1 & 2	6/15 AM & PM	Elements of Instruction Task & Concept Analysis Bloom's Taxonomy Selecting an Objective	CM 1, 2, 3, & 11	
3 & 4	6/16 AM & PM	Selecting an Objective at the Correct Level of Complexity & Difficulty	RO 5	**Reflection #1: Task Analysis**
5 & 6	6/17 AM & PM	**Quiz 1: Behavioral Objectives & Taxonomies** Affective & Psychomotor Taxonomies Teach to the Objective Focus on the Objective **Quiz 2: Set & Closure Compare/ Contrast** Monitor & Adjust Part I	RO 3 & 8 (251-263) CM 4, 8, & 9 CM 2 & 3 (Review)	**Reflection # 2: Classroom Environment**
7 & 8	6/18 AM & PM	Monitor & Adjust Part II Universal Design Guided Practice Lesson Planning	CM 5 VI 6	**Reflection #3: Objectives**
	6/19			**Work Day/Base Teams**
9 & 10	6/22 AM & PM	Lesson Planning continued **Quiz # 3: Monitor & Adjust** Motivation & Retention Theory Additional Group Work Time	CM 6, 7, & 10 VI 5	**Reflection #4: Objectives**
11 & 12	6/23 AM & PM	Transfer & Reinforcement Theory Lesson Plan Review Total Teaching Act Review **Quiz # 4: Reinforcement Theory**	CM Summary & Glossary	**Reflection #5: Clarified Concepts**
13 & 14	6/24 AM & PM	DI Mini-Lesson Demonstrations		**DI Mini-Lesson #1 Reflection #6:**
	6/25			**Work Day/Base Teams**
15 & 16	6/26AM & PM	**Quiz # 5: Total Teaching Act** Mini-Lesson Demonstrations TTA/MI Final Presentations		**Reflection #7 "Letterman's List" TTA Presentations Course Evaluation**
	7/02			**Mini-Lesson #2**

LESSON DESIGN: DEVELOPMENTALLY APPROPRIATE PEDAGOGY

Contextual Information

Elements of the learning experience **TPA TASKS 1, 2, & 3**

    Grade:

    Content Area(s):

    Subject Matter:

    Time period for the learning experience:

    Learning Goals/learning objectives for the learning experience:

        State adopted content

        Learning goals based on the content standards for students

Facts About The Learners

Class Description: **TPA TASKS 1 & 2**

Developmental needs of the students at this age **TPA TASKS 1 & 2**

Assessment Plan – Assessing the Products of Learning

In what varied authentic ways will students demonstrate accomplishment of the goal(s) based upon students' unique characteristics? What criteria will you use to judge student success?

The Process of Instruction - Differentiated Instructional Strategies

Part 1. Address the subject matter learning goals and developmental needs of the students described.

Note: Be sure to differentiate instruction based on the learning goals and instructional strategies described for various learners on the following pages.

Definitions: *Instructional strategies* are what the teacher does during the instruction.

        Student activities are what the students do during the lesson and independent practice.

INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES
Direction: Explain each step/strategy and indicate the amount of time anticipated for each step/strategy.	Direction: Describe the student activities that match each instructional step/strategy. Explain how students are actively engaged at each step of the instructional sequence. Include the amount of time anticipated.
For a direct instruction lesson, use the following sequence as you describe instructional strategies employed by the teacher: ANTICIPATORY SET: *How will you focus/motivate students?* TEACH TO THE OBJECTIVE*: How will you teach to the objective? How will you actively involve all students?* *Note: For a skill or task, describe and model the skill/task.* *For a concept, provide examples and non-examples.* GUIDED PRACTICE: *How will you structure opportunities for the students to practice in class teacher monitoring (e.g., alone, with a partner, in cooperative groups). How will you "check for students' understanding throughout the lesson?* INDEPENDENT PRACTICE: *How will you structure opportunities for the students to practice outside of class following the lesson? How will you ensure that the independent practice is at the appropriate level of difficulty for the various students?*	**For a direct instruction lesson, for each of he steps below, describe how students are actively engaged.** ANTICIPATORY SET: TEACH TO THE OBJECTIVE*:* GUIDED PRACTICE: INDEPENDENT PRACTICE:

1. Explain why the instructional strategies, student activities, and resources are appropriate for this lesson.

Differentiated instruction based on the learning goals and instructional strategies TPA TASKS 1, 2, & 3
English Learners

TASKS	Beginning EL	Intermediate EL (Chang)	Advanced EL
Identify strengths, interests, and learning preferences.			
Identify 2 specific learning needs based on the student description.			
Identify at least one instructional strategy or student activity that could challenge the student.			
Explain why the strategy or activity you chose could challenge the student based on the learning needs of the student.			
Describe how you would adapt the strategy or activity to meet the learning needs of the student considering subject matter pedagogy in your description.			
Explain how your adaptation would be effective for the student in making progress towards the goals of your lesson.			
Explain how your adaptation would be effective for the student in making progress toward English language development.			
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?			
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.			

Special Education: Part 1

TASKS	Kevin (Learning Disability)	Tina (Autism)	Deeandre (AD/HD, OHI)
Identify strengths, interests, and learning preferences.			
Identify at least one instructional strategy or student activity from the plans that could be challenging for the student considering the description of your student.			
Explain why this strategy or activity could be challenging for the student based on your description.			
Describe how you would adapt the strategy or activity to meet the needs of the student.			
Explain how your adaptation would be effective for the student making progress toward achieving the learning goal.			
Identify one additional instructional strategy or student activity that could be challenging for the student considering their learning needs.			
Explain why the strategy or activity you chose could be challenging for the student based on specific aspects of the student description.			
Describe how you would adapt the strategy or activity you identified to meet the needs of the student.			
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?			
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.			

Special Education: Part 2

TASKS	Zachary (Down Syndrome)	Sandra (Blind)	Bob (Multiple Handicaps)
Identify strengths, interests, and learning preferences.			
Identify at least one instructional strategy or student activity from the plans that could be challenging for the student considering the description of your student.			
Explain why this strategy or activity could be challenging for the student based on your description.			
Describe how you would adapt the strategy or activity to meet the needs of the student.			
Explain how your adaptation would be effective for the student making progress toward achieving the learning goal.			
Identify one additional instructional strategy or student activity that could be challenging for the student considering their learning needs.			
Explain why the strategy or activity you chose could be challenging for the student based on specific aspects of the student description.			
Describe how you would adapt the strategy or activity you identified to meet the needs of the student.			
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards a learning goal?			
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.			

GATE

TASKS	Differentiated Response for Suzette
Identify strengths, interests, and learning preferences.	
Identify at least one instructional strategy or student activity from the plans that will be challenging for the student considering the description of your student.	
Explain why this strategy or activity will be beyond the student's current ability and will challenge the student based on your description.	
Describe how you would adapt the strategy or activity to meet the needs of the student.	
Explain how your adaptation would be effective for helping the student make progress going beyond the learning goal.	
Identify one additional instructional strategy or student activity that will be challenging for the student considering their learning needs.	
Explain why the strategy or activity you chose will be challenging for the student based on specific aspects of the student description.	
Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
Explain how your adaptation would be effective for helping the student make progress toward going beyond achieving the learning goal.	
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards the learning goal?	
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.	

REMAINING STUDENTS IN THE CLASS

TASKS	Differentiated Response for Remaining Students
Identify strengths, interests, and learning preferences.	
Identify at least one instructional strategy or student activity from the plans that will be challenging for the student considering the description of your student.	
Explain why this strategy or activity will be beyond the students' current ability and will challenge the students based on your description.	
Describe how you would adapt the strategy or activity to meet the needs of the student.	
Explain how your adaptation would be effective for helping the student make progress going beyond the learning goal.	
Identify one additional instructional strategy or student activity that will be challenging for the student considering their learning needs.	
Explain why the strategy or activity you chose will be challenging for the student based on specific aspects of the student description.	
Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
Explain how your adaptation would be effective for helping the student make progress toward going beyond achieving the learning goal.	
What progress monitoring assessment would you choose to obtain evidence of the student's progress towards the learning goal?	
Give rationale for your choice of assessment. Use your knowledge of academic content in this lesson and this student's learning needs in your rationale.	

Reflection on Implementation

Please answer the following three questions after you have taught Lesson #1.
1. What worked well in your lesson?

2. What aspects of the lesson would you change? Why? How would you change the lesson?

3. In what ways have you grown during this course in your knowledge and skills in designing differentiated lesson plans for a diverse student population in mixed-ability classrooms?